

EDUC 649: Foundational Perspectives on Educational Reform Winter, 2022

Instructor

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Course Meetings

Thursdays, 5:00 – 7:50pm, January 6th – April 14th (no class on March 3 due to Spring Break, no Final Exam session), Room 4212 SEB

Office Hours

By appointment

Course Texts

The course requires purchasing or borrowing two texts, one text you select from among several options (see Appendix B) and the other:

Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin Publishers. Available from many outlets, including: <https://www.blackstonebookstore.com/book/9781071812716>

All other texts in the course can be accessed at no cost.

COURSE CATALOG DESCRIPTION

Critically examines selected contemporary reform efforts in education from the perspective of one or more of the foundation disciplines. Aims to develop in the career educator a broader and deeper understanding of the tensions between ideas and practice in dynamic social environments. Graduate course required of all new Educational Studies master's students.

COURSE SECTION DESCRIPTION

EDUC 649, Foundational Perspectives on Educational Reform, is a core requirement for many concentrations in the masters' degree program in Educational Studies and is also appropriate for any graduate students interested in efforts to improve education systems and the consequences of those efforts. The course will address the driving question, "How can educational reform be successful?" (with the terms "educational reform" and "successful" interrogated as part of the course; see also Appendix A of this syllabus). The learning goals for the course include:

- Students will learn about a range of U.S. educational reform efforts, with a particular emphasis on educational reform efforts that strive toward equity.
- Students will learn to identify, infer, critique, and develop theories of change guiding educational reform efforts.
- Student will learn to analyze educational reform efforts—past, present, and proposed—with respect to the following questions—the educational reform effort analysis or EREA:
 - **Who** was, is, or will be involved in this reform effort and **for whom** was/is it intended?
 - **What** was, is, or will be the education reform effort?
 - **Why** was, is, or will this educational reform effort (be(ing)) undertaken? (The theory of change often fits here.)
 - **When and where** was, is, or will the education reform effort (be(ing)) undertaken? Put another way, what was, is, or will be the historical and social context of the reform?
 - **How** was, is, or will the education reform effort (be(ing)) implemented (e.g., how were, are, or will stakeholders (be(ing)) positioned in the effort)?
 - What were, are, or will likely be the **consequences** of this education reform effort, intended *and unintended*, and for whom?

These learning goals will be addressed through active participation in class sessions; engaging with assigned reading, video, and audio material; and completing four course assignments.

** Many ideas, and in some cases even specific prose, in this syllabus came, by permission, from Deborah Loewenberg Ball and Alyssa La'Dawn Brandon's version of the syllabus from fall, 2021. I draw on their work with deep gratitude. **

COURSE ASSIGNMENTS

In addition to class participation, described later in this syllabus, there are four major assignments this course: (1) EREA of an educational reform effort in which you were personally involved; (2) book club assignment; (3) group EREA; and (4) individual EREA. Each is designed to support you in meeting the course learning goals and is described further in the paragraphs that follow.

EREA of an Educational Reform Effort in which You Were Personally Involved

This assignment entails your first of three applications of educational reform effort analysis (EREA) in the course. This one should be brief—no more than 1,000 words. It should include each of the EREA questions (listed in the previous section of the syllabus), with particular emphasis on the last two elements:

- **How** was, is, or will the education reform effort (be(ing)) implemented (e.g., how were, are, or will stakeholders (be(ing)) positioned in the effort)?
- What were, are, or will likely be the **consequences** of this education reform effort, intended *and unintended*, and for whom?

For these elements, you are encouraged to reflect and focus on *your experience* of the education reform: how you experienced the implementation of the reform and how you experienced its consequences.

Your submission will be graded in terms of:

- the clarity and concreteness of your responses to the first four elements
- the degree of reflectiveness apparent in your responses to the latter two elements
- the meticulousness of your writing with respect to clarity, proofreading, and writing conventions

The assignment will be 15% of your course grade.

Book Club Assignment

This assignment involves the following:

- (1) Ranking your top three book club book choices (please see Appendix B for detail)
- (2) Deciding on a reading schedule with your book club group. Please note that the books are different lengths. If your book seems unfairly or unmanageably long, feel free to suggest a reading plan that involves skimming and/or jigsawing select portions of the book.
- (3) Coming to each class session having read, and prepared to discuss, the portion of the book on your reading schedule.
- (4) Engaging in book discussion as described elsewhere in this syllabus.
- (5) Individually, preparing an up to 1,000-word review of the book for your classmates to read.
- (6) With your group, preparing an interactive 30-minute experience for your classmates who did not read the book to learn about it.

Grading for this assignment will be based on:

- The book discussion: Degree of active listening and preparedness and responsiveness to classmates in spoken contributions
- The individual book review: Criteria provided on forthcoming assignment sheet
- The planned 30-minute book club class experience: informativeness and engagingness (e.g., through opportunities for interaction)

Group EREA Assignment

In this assignment, you will develop a EREA on a *past or present* educational reform of no more than 2,000 words with a group of classmates also interested in that educational reform. This must be an educational reform that has been researched. Specifically, you must be able to draw on research literature in discussing the consequences of the reform.

You will be provided with considerable time in class to work collaboratively to develop the EREA and to receive feedback and input on your work in progress.

Broadly, your submission will be graded on the following basis:

- the clarity and accuracy of your responses to each EREA element
- the extent to which you have drawn on research on the consequences of the educational reform
- the meticulousness of your writing with respect to clarity, proofreading, and writing conventions

More specific criteria for grading will be developed collectively.

You will receive a collective grade for this assignment. Please let me know if you believe the grade for your group should be disaggregated.

Individual EREA Assessment

In this assignment, you will develop a EREA on a *present or future* educational reform of no more than 1,000 words. This must be an educational reform that has been researched (for a present reform) or that you have developed based on research (for a future reform). Specifically, you need to be able to draw on research literature in discussing the actual or possible consequences of the reform.

You will receive feedback and input on your work in progress.

Broadly, your submission will be graded on the following basis:

- the clarity and accuracy of your responses to each EREA element
- the extent to which you have drawn on research on the consequences of the educational reform
- the meticulousness of your writing with respect to clarity, proofreading, and writing conventions

More specific criteria for grading will be provided in class.

WEEKLY TOPICS AND READINGS, VIDEOS, PODCASTS, AND WRITING DUE (Tentative, Subject to Change)

The course is designed to support you in meeting the course goals through in-class content and activities; the readings, videos, and podcasts assigned each week; and four writing assignments. They were also developed to be reasonable and flexible, mindful of the impact of the COVID-19 pandemic on teaching and learning.

Date	Selected Topics	Readings/Videos/Podcasts Due	Writing Due:
January 6 th	<ul style="list-style-type: none">- What is “educational reform”?- Introduction to Educational Reform Effort Analysis (EREA) and theories of change	None	None
January 13 th	<ul style="list-style-type: none">- Personal experiences with education reform- What is “successful” educational reform?	(1) Gardner-Neblett, N., Iruka, I. U., & Humphries, M. (2021). Dismantling the Black–White achievement gap paradigm: Why and how we need to focus instead on systemic change. <i>Journal of Education</i> [online first]. https://doi.org/10.1177/00220574211031958	<i>Rough</i> draft of portions of your EREA of an educational reform effort in which you were involved (for classmate feedback)

		(2) Students Can't Wait (nd). Indicators: What to include in school ratings. Retrieved January 2, 2022 from https://studentscantwait.edtrust.org/resource/indicators-include-school-ratings/	Book Club Nomination if Applicable
January 20 th	<ul style="list-style-type: none"> - Discussion of lessons your EREA's hold for how educational reform can be successful - A complex case of an educational reform effort: U.S. school desegregation, part one - Guest: Dr. Nicole Gardner-Neblett 	<p>(1) United States Supreme Court. (1954). BROWN v. BOARD OF EDUCATION. No. 10. Argued: December 9, 1952 Decided: May 17, 1954 Document can be accessed here: https://www.docsteach.org/documents/document/opinion-brown-v-board</p> <p>(2) Sidle Walker, V. (1996) Introduction: Remembering the good (pp. 1- 11); Chapter 6: Their highest potential (pp.141- 169). <i>Their highest potential: An African American school community in the segregated south</i>. Chapel Hill, NC: University of North Carolina Press. [link in Canvas]</p>	<p>Draft of remaining portions of your EREA of an educational reform effort in which you were involved (for classmate feedback)</p> <p>Book Club Selection (please order after this class session)</p>
January 27 th	<ul style="list-style-type: none"> - A complex case of an educational reform effort: U.S. school desegregation part two - Leading this class session: Professor Deborah Loewenberg Ball 	<p>(1) Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. <i>Educational Researcher</i>, 33(7), 3 -13. [link in Canvas]</p> <p>(2) Carter, P. (2019, October 31). "A Shade Less Offensive": <i>School Integration as Radical Inclusion in the Pursuit of Educational Equity</i>. American Educational Research Association Brown Lecture in Education Research. https://www.youtube.com/watch?v=Mvx49Q3Mf8g</p>	Final version of EREA of an educational reform effort in which you were involved
February 3 rd	<ul style="list-style-type: none"> - Examples of "successful" educational reform efforts - Book club meeting 1 (see Appendix B for book options) - Group EREA projects 	<p>(1) Chenoweth, K. (2021). Districts that succeed. Interviewed by T. R. Marshall. EdTrust. https://edtrust.org/the-equity-line/districts-that-succeed/ (48 minutes)</p> <p>(2) Planned portion of your book club book selection</p>	
February 10 th	<ul style="list-style-type: none"> - Examples of "successful" educational reform efforts - Book club meeting 2 - Group EREA projects 	<p>(1) Cortez, J. D. (2007). <i>Good schools for children learning English—podcast episode 14</i>. Interviewed by B. Scott. Intercultural Development Research Association. (https://www.idra.org/resource-center/good-schools-for-children-learning-english/) (26 minutes)</p> <p>(2) Planned portion of your book club book selection</p>	
February 17 th	<ul style="list-style-type: none"> - Examples of "successful" 	(1) Washington, S. (2020). <i>Family-school-community (dis)engagement: An</i>	

	<ul style="list-style-type: none"> educational reform efforts - Book club meeting 3 - Group EREA projects 	<i>indigenous community's fight for educational equity.</i> [Podcast] University of Washington. https://soundcloud.com/uwededucation/family-school-community-disengagement-an-indigenous-communitys-fight-for-educational-equity (17 minutes) (2) Planned portion of your book club book selection	
February 24th	<ul style="list-style-type: none"> - Response to COVID and educational reform - Guests: Karin Chenoweth and Dr. Tanji Reed Marshall - Book club meeting 4 - Group EREA projects 	(1) Chenoweth, K., & Marshall, T. R. (2020, July 1). What did we hear? What did we learn? https://edtrust.org/the-equity-line/what-did-we-hear-what-did-we-learn/ (47 minutes) (2) Planned portion of your book club book selection	
No Class March 3 rd (U of M Spring Break)			
March 10th	<ul style="list-style-type: none"> - Book club class experience planning - Designing successful educational reform - Group EREA projects 	Safir, S., & Dugan, J. (2021). <i>Street data: A next-generation model for equity, pedagogy, and school transformation.</i> Corwin Publishers. Front Matter and pages 7 - 45	Book review
March 17th	<ul style="list-style-type: none"> - Book club class experience finalization - Designing successful educational reform - Group EREA projects - Individual EREA projects - Guest: Superintendent Dr. Jesus F. Jara 	Safir, S., & Dugan, J. (2021). <i>Street data: A next-generation model for equity, pedagogy, and school transformation.</i> Corwin Publishers. Pages 49 - 93	Idea for your individual EREA projects
March 24th	<ul style="list-style-type: none"> - Book club class experiences - Designing successful educational reform - Individual EREA projects 	Safir, S., & Dugan, J. (2021). <i>Street data: A next-generation model for equity, pedagogy, and school transformation.</i> Corwin Publishers. Pages 97 - 145	Group EREA Completed book club class experience plan
March 31st	<ul style="list-style-type: none"> - Book club class experiences - Designing successful educational reform - Individual EREA projects - Guests: Dr. Jamila Dugan and Shane Safir 	Safir, S., & Dugan, J. (2021). <i>Street data: A next-generation model for equity, pedagogy, and school transformation.</i> Corwin Publishers. Pages 147 - 194	
April 7th	<ul style="list-style-type: none"> - Book club class experiences 	Safir, S., & Dugan, J. (2021). <i>Street data: A next-generation model for equity, pedagogy, and school</i>	Portions of individual EREA

	- Designing successful educational reform - Individual EREA projects	<i>transformation</i> . Corwin Publishers. Pages 197 - 217	project rough draft (for classmate feedback)
April 14th	- Individual EREA projects - Reflections on the Course	None (work more intensively on individual EREA projects)	Individual EREA project rough draft (for classmate feedback)
Individual EREAs due by April 21, 5:00pm			

In addition to what is due in advance of class sessions, there are videos, podcasts, articles, and websites with which we will engage during class. For example, when we are discussing the EREA, we may explore: <https://www.gao.gov/assets/gao-18-427.pdf> When we are discussing the question, “What is “successful” educational reform?” we may explore <https://coredistricts.org/wp-content/uploads/2018/03/COREgrowthchronicabsenceletter-3.pdf>. And when we discuss examples of “successful” educational reform efforts, we may explore: https://edtrust.org/dispelling_the_myth/.

PARTICIPATING IN OUR LEARNING COMMUNITY

Principles

In order to create community and spaces where people share their ideas and views and are open to hearing others, and where we seek to challenge and change patterns of marginalization and privilege, the following core principles are fundamental and expected in this class (from Deborah Loewenberg Ball and Alyssa La’Dawn Brandon’s Syllabus, Fall, 2021):

- **“Respect:** We must respect and value the efforts, identities, capacities, and ideas that each person brings into the space. We call people their chosen names and we make the effort to learn and to say their names as they wish them said.
- **Curiosity and openness:** We must all be open to alternative views, experiences, and perspectives, and curious to learn about and from one another. Freedom to express ourselves, a fundamental civil and human right, excludes expressions that commit or encourage violence or trauma toward others. We do not invite racist, sexist, classist, and, generally, bigoted ideas, nor are we inviting tolerance or respect for such ideas. Judgments about this are part of the responsibility that a free and just society entails.
- **Diversity, inclusion, justice, and equity:** We stand for the goals of diversity, inclusion, justice, and equity expressed in our school community’s statement of institutional commitments: <http://www.soe.umich.edu/diversity/>. Acting on these commitments in our day-to-day work together requires us to identify, acknowledge, and work to disrupt the patterns of whiteness and racism that permeate our institutional and individual practices. Our past experiences in school and society mean that we each must cultivate awareness of our own biases and perspectives, and be mindful of our habitual or preferred ways of being, listening, and talking. Actively working to advance diversity, equity, inclusion, and justice will require each of us to critically interrogate the materials, ideas, structures, and contexts we examine, and the ways in which we take these up in our work together.

- ***Collective work to develop critical consciousness and action:*** As educators, we seek to see and confront biases and oppressive patterns more clearly, and to bring them up to one another for consideration in our class. Because we are all steeped in a society pervaded by oppression and bias rooted in racism, classism, sexism, and ableism, we are all on a trajectory of learning about these issues and will never “arrive.” In our class, developing our capacity to counter these patterns is a collective undertaking. Raising questions, noticing, calling attention to patterns of marginalization, whiteness, and class-based bias is something we do together to become more capable of being educators who can act to disrupt these pervasive patterns in practice and structural and systemic patterns in schools.
- ***Collective learning:*** The differences among us are resources for us as we support one another’s learning. At the same time, the differences among us mean that we are not necessarily having the same reactions, experiences, or interpretations of things we read, talk about, or see. Each of us is on a learning journey; we must not take for granted that our individual journeys intersect in and through this course.
- ***Flexibility and vigilant commitment to these core principles:*** Given the unusual contexts in which we will be working together this term, we further commit to and ask that you attend to the demands and risks that these contexts might add to the imperative to regard one another as valued members of this course, to enact curiosity and openness, and to enact our commitments to diversity, inclusion, justice, and equity.”

Learning Community Preparation and Participation

Because class sessions provide a major avenue for addressing the course objectives, preparing for sessions and attending and participating in class sessions is an important part of the course and course grade. That said, we are living throughout extraordinary times and there may be very good reasons that you cannot prepare for, attend, or fully participate in a class session. Please just communicate with me in those cases and we will make adjustments as needed.

As a true learning community, we will teach and learn from one another. It is very important that we communicate effectively and respectfully. At a minimum, I ask that you do the following (from EdChange.org):

1. Listen actively—respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks—focus on ideas.
4. Participate to the fullest of your ability—community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree—it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses—they can be as disrespectful as words.

Early in the course we will discuss other norms you may suggest we add to this list.

If you have concerns about my, your, or others' participation in class discussion, or any other aspects of the course, I ask that you contact me to discuss them as soon as possible.

Engagement in class sessions also involves being prepared for class sessions. Each week this entails having carefully completed all of the assigned readings, videos, and/or podcasts due for that class session—not just to the point where you're familiar with them, but to the point where you are in a position to really discuss and apply them.

Further comments about participating in this graduate-level course learning community are pasted below (from Deborah Loewenberg Ball and Alyssa La'Dawn Brandon's Syllabus, Fall, 2021):

“Creating thoughtful arguments requires making conjectures and offering justification for them. Sometimes justification comes from the texts—specific references to an argument that an author has made well. At other times, justification is based on the logical analysis of a term or set of ideas. Sometimes arguments are more empirically-based, grounded in data or in disciplined use of firsthand experience.

The course will be run as a seminar. Your participation in discussions and in class activities is important not only for your own learning but also for others'. What you learn in this course will be influenced by the degree of everyone's engagement in and contributions to the discussions. Preparing the readings and coming to class with questions, insights, and issues is crucial to making the course work; we as the instructional team rely on everyone's contributions and participation. Building the culture of the class so that genuine inquiry is possible will take all of our efforts to make the seminar a context in which people communicate and are listened to, in which evidence of a wide range matters, in which thoughtful questioning of one another's claims is desirable, and in which alternative perspectives and interpretations are valued. Because we will investigate a complex topic, we will need to try out ideas that are only partially developed. Doing so is an important part of developing the capacity to think in disciplined ways. How we listen to one another's ideas, assist with the formulation of an interpretation, and question or challenge ideas, will affect the quality of what we can do together. How we listen to others' reactions to our ideas, accommodate critique and questions, change our minds—revise at some times, and reinforce our analyses at others—all of these things will affect the intellectual culture of the class.

The course is not a competition. We design and conduct it to disrupt common patterns that often permeate classes, wherein students seek to seem smarter than others, vie for the instructors' approval or praise, focus on grades, and overlook others' ideas. We expect disagreement, collective development, and refinement of thinking, individually and together, as a product of respectful and curious work together.

We will develop and maintain a compact of expectations that can support our work together. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor—all these will matter in constructing an environment where satisfying and challenging intellectual work can take place. One part of exploring an idea or an argument is to attend closely to it to understand its logic,

intention, meaning. Listening generously, assuming that ideas and claims are made for good reasons, is crucial to thinking well. Another part is to be skeptical, to consider what is missing or logically flawed. Using both—generosity and skepticism—contributes to careful unpacking of ideas and to good thinking.”

Communication with Instructor

It is important to me that each student in this course has a positive educational experience. If there is anything further I can do to make that so, please do not hesitate to reach out to me at any point in the course. I am particularly interested in anything I can do to work toward diversity, inclusion, and equity in my teaching.

If you find yourself having difficulty with the course demands, please contact me sooner rather than later so that I can try to help you get the support you need. It is especially important that we collaborate to try to make the course work for you.

To facilitate our digital communication:

- Please make sure that you set Canvas to send you email notifications of announcements and the like, and please ensure that it is set to an email address you use regularly.
- When you email me, please include “649” in the subject line so that I can search and prioritize course-related messages.
- Please title assignments as follows: When you submit assignments, to make the management of class files easier and more reliable, please title class documents with a standard label, i.e.: <assign1_lastname.docx>, or <paper#1_lastname.docx>. You will submit all assignments to the course Canvas site.

Care and Policies with Respect to COVID-19

I recognize that the COVID-19 pandemic has disrupted lives in myriad ways and that you might be facing particular challenges in your life as a result. We cannot know how the months ahead will unfold and we recognize that this might affect your work this semester.

I care about being responsive to you. Please reach out to me at any time to let me know what I can do to support your experience this semester.

Per U-M policies, please wear a mask to class. If you are ill or need to isolate, please let Nell know and stay home. I will work to include you in the class via Zoom and will work to record class sessions when possible.

Appreciation

Our opportunities to learn together in this course owe a great deal to the work of many others who labor to ensure that classes are held in clean and heated rooms, where the technology works to support our learning, and that we have the supplies we need, and access to the materials and resources we need. I especially would like to thank the custodial staff of the University; Tom Drake, Jennifer Gay, Chauna Meyer and Terrie Priebe in the Educational Studies office; Mike Napolitan and Daniel Adkins in the SOE Facilities office; and Kaisa Ryding and Christian-Jacob

Johnson in Instructional Technology Services. Because their work is successful when it simply happens without attracting attention, we must remember to accord them explicitly the respect and gratitude they deserve. Please join me expressing appreciation for their skill and resourcefulness in making it possible to teach and learn here.

Accommodations for Students with Disabilities

If you need accommodation for a disability, please let me know as soon as possible. Some aspects of this course—the assignments, the in-class activities, and the way the course is taught—may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, I will work with the Office of Services for Students with Disabilities (SSD) to help me make appropriate academic accommodations. SSD typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. SSD contact information: [734-763-3000](tel:734-763-3000); ssd.umich.edu

COURSE GRADING

Basis of Grade

Your grade in the course will be based on the following:

EREA of an Educational Reform Effort in which You Were Personally Involved: 15%

Book Club Assignment: 20%

Group EREA: 15%

Individual EREA: 20%

Learning Community Participation (preparation for class; active listening, contributions, and tasks in class; engagement in class in alignment with the principles and practices in the section of the syllabus called: PARTICIPATING IN OUR LEARNING COMMUNITY)

Late Work

Late work often interferes with the degree to which you and your classmates can get the most possible out of any given aspect of the course, so late work is discouraged. If circumstances require late submission of a writing assignment, please contact me as far in advance as possible to make arrangements. In the absence of an arrangement otherwise, Five percent of your grade on an assignment will be deducted for each day late. Similarly, if circumstances require that you are unprepared for a class session (e.g., have not completed the assigned readings), please communicate with me about this in advance. A one-time situation like this would not be considered a problem; recurring situations like this would affect the Learning Community Participation portion of your grade.

Grading Scale

The scale converting points/percentages to letter grades is as follows:

94-100 = A

77-79.9 = C+

90-93.9 = A-

74-76.9 = C

88-89.9 = B+

70-73.9 = C-

84-87.9 = B

67-69.9 = D+

80-83.9 = B-

64-66.9 = D

Academic and Professional Integrity

We'll expect that you will submit original work and will appropriately cite others' work referenced in assignment submissions. If you are unsure about how to correctly cite others, please ask. Please refer to the following website for U-M policies and procedures regarding academic and professional integrity: http://www.soe.umich.edu/file/academic_integrity/

ADDITIONAL UNIVERSITY SUPPORT AND RESOURCES

Mental Health Support Resources: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/during> and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. The embedded clinical social worker for the school of education is Kristen Carney: <https://caps.umich.edu/profile/kristen-carney-lmsw> You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <http://www.uhs.umich.edu/aodresources>.

Housing and Food Insecurity: The Educational Studies program has developed a food pantry for students facing food insecurity. Additional support for students facing food insecurity can be found at the [Maize and Blue Cupboard](#). Any student who faces challenges securing housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for resources and support.

Office of Institutional Equity (OIE)

<https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity>

The Office for Institutional Equity serves as a vital resource and leader in promoting and furthering the university's commitment to diversity and equal opportunity for all members of its community.

The OIE works with partners on campus to foster and support an environment that is inclusive, respectful and free from discrimination and harassment. This site includes university policies and practices with respect to

- Harassment and Discrimination Reporting Form
- Information for Responsible Employees
- Americans with Disabilities Act Information
- Discrimination and Harassment Resolution Process
- Education and Training Programs

- Filing a Complaint
- Nondiscrimination Policy Notice
- Recruiting for Staff Diversity
- Resource Groups on Campus
- Student Sexual Misconduct Policy

Sweetland Writing Center <http://www.lsa.umich.edu/sweetland/>

The Sweetland Writing Center offers a variety of writing courses and support for graduate students. Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct students to resources, and give specific suggestions about organization, disciplinary modes, evidence, clarity, grammar, and style. Graduate students may schedule one 60-minute appointment per week, with a limit of seven (7) visits during fall and winter terms including walk-ins. During spring and summer half-terms, the limit on visits is four (4) including walk-ins. | **Location:** 1310 North Quad | **Hours:** For hours each semester, click on *Schedule a Writing Workshop Appointment* | **Phone:** (734) 764-0429 | **Email:** sweetlandinfo@umich.edu

ITCS Computing Assistance Hotline <http://its.umich.edu/help/> Provides support for various computer resources and services at the University of Michigan. **Monday–Friday:** 8:00 a.m.–5:00 p.m. | **Sunday:** 1:00 p.m.–5:00 p.m. (email only) | (734) 764-HELP

APPENDIX A: On “Foundational Perspectives” and “Reform”: Excerpt from Deborah Loewenberg Ball and Alyssa La’Dawn Brandon’s Syllabus, Fall, 2021

What does it mean that this course focuses on “foundational perspectives”? First, consider closely what “perspectives” includes. One place to look is the *Oxford English Dictionary* (<https://tinyurl.com/perspectives-OEDUM>) In one sense “perspective” is about ways of seeing and connecting different ideas and narratives in a domain—in our case, the domain referred to as “education reform”—in relation to one another. But “foundational” (another word to investigate here (<https://tinyurl.com/foundation-OEDUM>)) also means that these form the fundamental bases for building and developing something. Because this course is designed for educators who will play a variety of roles in the practice of improving education, this “something” comprises not just foundational *knowledge*, but also foundational *practices* and *habits* that are the basis for skillful leadership in education “reform.”

Efforts to improve education in the United States are as old as the country itself. On one hand, ideals of innovation, improvement, are held up with admiration. Enthusiasm for “new” and “better” permeates many aspects of American culture. For example, the continuous cycle of new curriculum and new materials is always represented in terms of change, linked as improvement. The solution of societal problems is also often put at the hands of schools, from drug education to global competitiveness. The common school reformers of the 1840s were among the earliest campaigners for “reform.” The children with whom they were concerned were white, although enslaved African children were often actively learning to read, these children’s literacy both a key resource for liberation and also deeply risky to acquire. The reformers’ vision of “common” schools were challenged even by other white people, immigrants and Catholics, who resisted the dominant school curricula and values being promoted by the reformers. Here the struggle over whom and what are schools for, and how and when the voices and aspirations of different communities and families are included, was already deeply at play. Too, how children were to be formed, and how their identities, reflected dominant perspectives on everything from “proper” behavior, to gender roles, to racialized images of competence and skill.

Thus, on the other hand, “reforms” are also conservative. White supremacy coupled with strong conservatism and commitments to practices and structures, to hierarchies of privilege and power related to race, class, and gender have persistently dominated the history of education reform. Schools have been seen as a resource and a tool for the creation of the society and for the development of its most important human resource— our young people. And dominant groups have also used schools to retain power and opportunity for their own children, and systematically denied opportunities for “other people’s children” (Delpit, 2006).

The history of education reform in the United States is at once one of repeated failure but also a success story given how firmly dominant values and learning have been institutionalized and reinforced. Who has led different efforts and with what goals and rationales? What theories of action have shaped various reform efforts? What has been the discourse of education reform and what has it foregrounded and what has it concealed?

APPENDIX B: Book Club Book Choices

The following are six options for the book club assignment. We will ask you to rank your top three book choices. At least three classmates must choose a book as one of their three choices for the book to remain a book club book option. If the book you chose does not have three classmates interested in reading it, or if you would prefer a book that is not on this list, you are welcome to propose a different book on some aspect of educational reform with attention to equity; at least two other classmates must choose to read that book as well in order for it to become a book club book.

Arias, M. B., & Fee, M. (Eds.) (2018). *Profiles of dual language education in the 21st Century* (CAL Series on Language Education, 3) (Volume 3). Multilingual Matters Limited.

<https://www.blackstonebookstore.com/book/9781788921657>

From the publisher: In the last 20 years dual language education programs have increased in number and expanded in range. Whereas once they were predominantly focused at the elementary level, they now span from pre-K through to high school. This book examines the key attributes of successful dual language programs, as well as the challenges and opportunities involved in extending the dual language instructional model to pre-K and secondary settings. Chapter authors, who are themselves both researchers and practitioners, explore the latest research and policy implications for implementation of dual language in three different contexts; within a school, a dual language school and a dual language district. This book will be of interest to teachers, teacher educators, professional development specialists, policymakers, administrators, and researchers.

García, O., & Kleifgen, J. (Eds.) (2018). *Educating emergent bilinguals: Policies, programs, and practices for English Learners, 2nd edition*. Teachers College Press.

<https://www.blackstonebookstore.com/book/9780807758854>

From the publisher: Now available in a revised and expanded edition, this accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. What makes this book a perennial favorite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools.

The authors have updated their bestseller to reflect recent shifts in policies, programs, and practices due to globalization and the changing economy; demographic trends; and new research on EL pedagogy. A totally new chapter highlights multimedia and multimodal instructional possibilities for engaging EL students.

This Second Edition is essential reading for all teachers of language-minority students, as well as principals, superintendents, and policymakers.

Howard, T. C., Camangian, P., Howard, M., Minkoff, A. C., Orange, T., Tunstall, J. D., & Watson, K. T. (2019). *All students must thrive: Transforming schools to combat toxic stressors and cultivate critical wellness*. International Center for Leadership in Education, Houghton-Mifflin. <https://www.blackstonebookstore.com/book/9781328027047>

From the publisher (excerpt): Teachers are striking from coast to coast – not just over money or benefits, but over the lack of resources necessary to support student mental health and social emotional development. Educators are sending a clear, urgent message to local, state, and federal governments and the public: Student learning will not be maximized until student social emotional wellness is prioritized.

All students deserve our best – and especially those who experience racial inequity, toxic stressors, cultural invalidation, homelessness, and other trauma. Today’s students deserve teachers who care about their overall wellness as much or even more than their academic well-being and success. Yet inequities abound, and the most vulnerable students who most need resources are often the least likely to receive such support.

So how can we ensure that all students thrive? By building and sustaining the critical wellness approach shared in *All Students Must Thrive*. This book brings together three theoretical frameworks relevant for equity in schools – wellness, critical pedagogy, and critical race theory – providing a structure through which to apply the authors’ strategies and approaches. Offering a multilayered approach to supporting students and their families holistically, this book helps educators of all levels nurture the social emotional wellness that is essential for all students to thrive.

Leary, J. P. (2018). *The story of act 31: How Native history came to Wisconsin classrooms*. Wisconsin Historical Society Press.
<https://www.blackstonebookstore.com/book/9780870208324>

From the publisher: From forward-thinking resolution to violent controversy and beyond.

Since its passage in 1989, a state law known as Act 31 requires that all students in Wisconsin learn about the history, culture, and tribal sovereignty of Wisconsin’s federally recognized tribes.

The Story of Act 31 tells the story of the law’s inception—tracing its origins to a court decision in 1983 that affirmed American Indian hunting and fishing treaty rights in Wisconsin, and to the violent public outcry that followed the court’s decision. Author J P Leary paints a picture of controversy stemming from past policy decisions that denied generations of Wisconsin students the opportunity to learn about tribal history.

Milner, H. R. (2015). *Rac(e)ing to class: Confronting poverty and race in schools and classrooms*. Harvard University Press.
<https://www.blackstonebookstore.com/book/9781612507866>

From the publisher: In this incisive and practical book, H. Richard Milner IV provides educators with a crucial understanding of how to teach students of color who live in

poverty. Milner looks carefully at the circumstances of these students' lives and describes how those circumstances profoundly affect their experiences within schools and classrooms. In a series of detailed chapters, Milner proposes effective practices--at district and school levels, and in individual classrooms--for school leaders and teachers who are committed to creating the best educational opportunities for these students. Building on established literature, new research, and a number of revelatory case studies, Milner casts essential light on the experiences of students and their families living in poverty, while pointing to educational strategies that are shaped with these students' unique circumstances in mind. Milner's astute and nuanced account will fundamentally change how school leaders and teachers think about race and poverty--and how they can best serve these students in their schools and classrooms.

Winn, M. (2018). *Justice on both sides: Transforming education through restorative justice*. Harvard University Press.

<https://www.blackstonebookstore.com/book/9781682531822>

From the publisher: Restorative justice represents “a paradigm shift in the way Americans conceptualize and administer punishment,” says author Maisha T. Winn, from a focus on crime to a focus on harm, including the needs of both those who were harmed and those who caused it. Her book, *Justice on Both Sides*, provides an urgently needed, comprehensive account of the value of restorative justice and how contemporary schools can implement effective practices to address inequalities associated with race, class, and gender.